Graduate Studies 9500B
THE THEORY AND PRACTICE OF UNIVERSITY TEACHING
Tentative Course Schedule
Winter 2015

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Time and place of class

Mondays and Wednesdays, 12:30 - 2:30 PM
January 12 – April 8, 2015 (inclusive)
The D.B. Weldon Library, Room 121 (Teaching Support Centre)
University Community Centre, Room 66 (Western Active Learning Space)

*** Note: There will be longer, three-hour microteaching sessions on the following dates:
February 25th (Wednesday) 12:30 – 3:30 PM
March 2nd (Monday) 12:30 – 3:30 PM
March 4th (Wednesday) 12:30 – 3:30 PM

Course Description

Graduate Studies 9500B, is an interdisciplinary graduate credit course on the theory and practice of university teaching, offered by the School of Graduate and Postdoctoral Studies.

Course outcomes

By the end of the course, students will be able to:
1. Find, cite and critically reflect upon research studies and other literature on contemporary issues in university teaching and learning, such as; principles of effective teaching, the globalization of education, curriculum theory and course design considerations, forms and functions of authentic assessment.
2. Refine and practice their teaching skills in a supportive environment.
3. Develop and implement active learning experiences.
4. Give and receive constructive peer feedback about instruction, both in written and oral formats.
5. Develop a teaching philosophy statement guided by your beliefs, values and the disciplinary context in which you teach.
6. Make decisions about class and course-design that are informed by contemporary educational literature and be able to articulate the rationale for these choices.
Course Requirements

To earn a passing grade in the course, students are expected to do the following:

1. Attend, and be on time for, all class sessions,
2. Participate actively in class sessions (both in-class and online),
3. Lead a class activity based upon the readings,
4. Satisfactorily complete all micro teaching sessions and incorporate feedback,
5. Develop and submit a teaching philosophy statement,
6. Submit questions related to the readings before class in 5 of the first 6 class sessions; and
7. Achieve a passing grade on the course design project.

Course Materials

All course readings and supplementary materials will be provided in class or made available electronically through the OWL/Sakai site for this course. [https://owl.uwo.ca/portal](https://owl.uwo.ca/portal)

Participation

In-class discussions will constitute 20% of the course grade. Participation marks will be based on the quality (not quantity) of students’ contributions to the dialogue about teaching and learning in higher education in class and on Sakai. Students will receive midterm feedback on their participation after the fourth week of class. You will receive a copy of the participation rubric in class, and it is posted on OWL.

Assignments

(1) Leading Class Activity

Students will be expected to lead (or co-lead) a 30 minute activity related to an assigned reading in one of the classes between January 19th and March 23rd. Students will sign up to facilitate an activity in the first two classes, and work with one or two other students as a team. Teams will meet in advance with the faculty instructor for the session at least the week before your presentation date to discuss the expectations for your 30 minute activity. Then, teams will need to develop and outline/session plan for their facilitation (including questions and learning activities for the session) and submit it on Sakai by 6 pm on the day BEFORE leading the class. Please be sure that on the day when you lead the activity you (1) arrive at least twenty minutes early (2) are familiar with the audiovisual equipment in the classroom (3) have your power point presentation, handouts or any other materials needed for in-class activities completely ready at 12:30 PM. Grades for the leading class activity will be based both on the outline/session plan and the facilitation in class.

(2) Teaching Philosophy Statement

The teaching philosophy statement (one page) will be developed over the first half of the course. Students will be required to post their first statement to the website by February 6th and will need to comment on the teaching philosophies of at least three peers in their group. Everyone will receive feedback on their own philosophy statements by February 13th, which they can incorporate into the teaching philosophy before submitting it. The final copy of the teaching philosophy statement will be due by February 24th.
This assignment asks all class participants to reflect on the course readings throughout the term by posting questions related to the readings on Sakai in the first half of the term, and apply what they learned to their Course Design Project during the second half of the term.

**PART 1 – January 14 - February 4th**

Submit 2 higher order questions related to the readings, via Sakai by **8 pm the evening before the class, in five of the first 6 class sessions** – between January 14th and February 4th (inclusive). Submissions need to respond to the question: **“Based on what you have read, what question remains uppermost in your mind and why?”** Questions will be addressed in the following day’s session. Participants can submit questions even if they miss a class due to illness or other emergency.

**PART 2 – February 9 – March 25**

For 7 out of the 10 class sessions with readings in this section of the course, submit a 100-250 (max) word description/reflection on that answers the question: **“Given what you have read today, how would you apply the ideas you learned to your course design project?”** Bullet points are acceptable. Our goal for this assignment is that it will help you start designing your course early on in the term, and make it easier for you to incorporate reference to the readings into the description of the course rationale (a required component of the final assignment).

**4) Microteaching**

To complete this assignment, each participant will facilitate three, 10 minute microteaching sessions or mini-lessons. The goal of the assignment is to give you an opportunity to practice your teaching skills in a safe and supportive small group environment, try out new active learning techniques and receive feedback that will help improve your teaching. You will work in small groups of 4-5 during the microteach sessions. The other members of your small group will be able to participate in the lesson as learners in order to allow facilitators to try out a variety of student engagement techniques. After each microteach, the learners will provide constructive feedback to the facilitator/presenter – articulating the strengths of their facilitation, as well as suggestions for improvement. You will receive a video recording of your microteach that you will be able to review at home.

There will be no readings on microteaching days, but **expect to spend at least 2 hours preparing each microteaching lesson.** Assessment of microteaching will be based on participants’ ability to: (1) include active learning techniques in their lesson (2) incorporate feedback received from peers and instructors in the second and third microteach, and (3) provide constructive, authentic, supportive feedback to their peers during microteach sessions.
The final assignment in the course is a course-design project. The project is due by April 8th at the latest. This assignment asks you to prepare a detailed course syllabus founded upon the best pedagogical practices discussed during GS 9500. Prepare a proposal for a completely original course within your discipline of study. The proposal should include the following:

A. An original course syllabus (6 pages) that includes:

1. A brief course description
2. Student learning outcomes
3. Assessment breakdown
4. Outline of course topics, class activities and important due dates
5. List of required and recommended readings
6. List of any course-specific policies (i.e. personal email policy) with elaboration
7. List of university-wide policies (i.e. academic integrity policy; only titles – do not elaborate further) of which students should be made aware

B. A detailed description of one major course assignment and the corresponding grading rubric (1-3 pages)

C. A detailed justification for frequently used teaching methods and assessment techniques employed in your course with reference to the stated course outcomes and best practices discussed in our GS 9500 class or readings. (1-3 pages)

** Total length of parts 1 to 3 above must not exceed 12 pages.

Note: Feel free to be creative in your design of the course. While most on-campus classes are scheduled on a 13 week, 3 contact hours per week basis, you might consider proposing an on-line course, field course, blended-learning course or service-learning course that falls outside of these traditional parameters.

Whatever structure you choose, invent a real schedule that is based on actual calendar dates – this will facilitate your creation of due dates and your breakdown of course topics.

Exemplary course design assignments from previous years are available on OWL.

The evaluation rubric for this assignment is also available on OWL.

For additional guidance on syllabus creation, please refer to resources listed at www.uwo.ca/tsc/graduate_student_programs/western_certificate/preparing_course_outline.html
Evaluation

Grading will normally be on a fail/pass/pass with distinction basis, but students who want or need a numeric final grade must arrange this with the course coordinator by the end of the first week of classes. If students receive a numeric grade for the course the breakdown in weighting for course requirements is:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Microteaching</td>
<td>25%</td>
</tr>
<tr>
<td>Participation</td>
<td>20%</td>
</tr>
<tr>
<td>Leading Class Activity</td>
<td>15%</td>
</tr>
<tr>
<td>Course Design Project</td>
<td>25%</td>
</tr>
<tr>
<td>Questions/Reflection on the Readings</td>
<td>5%</td>
</tr>
<tr>
<td>Teaching Philosophy statement</td>
<td>10%</td>
</tr>
</tbody>
</table>

In order to receive a grade of Pass with Distinction students must receive a grade of A+ on all components of the course.

Statement on Accessibility

The University of Western Ontario is committed to recognizing the dignity and independence of all students and seeks to ensure that persons with disabilities have genuine, open and unhindered access to academic services. Please contact Alicia Hitchcock ahitchc2@uwo.ca if you require course materials in an alternative format or if any other arrangements can make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at (519) 661-2111 ext. 82147.

For more information on Western’s Policy on Academic Accommodation for Students with Disabilities please see [http://www.uwo.ca/univsec/handbook/appeals/accommodation_disabilities.pdf](http://www.uwo.ca/univsec/handbook/appeals/accommodation_disabilities.pdf)

Statement on Academic Offences

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations.

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: [http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_grad.pdf](http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_grad.pdf)
Schedule of class meetings

Class meetings will follow a discussion rather than lecture format, with emphasis on critical evaluation of concepts and application of research and theory to practical problems of teaching. The reading assignment for each class session will consist of approximately 20 pages. Students are expected to read and reflect critically on assigned materials prior to class and to participate actively in class discussion. The order of topics will be as follows:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Date</th>
<th>Instructor(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic</td>
<td>Date</td>
<td>Instructor(s)</td>
</tr>
<tr>
<td>WEEK 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Key Topics in Higher Education</td>
<td>January 12th</td>
<td>Nanda Dimitrov</td>
</tr>
<tr>
<td><em>All instructors (15 min introduction)</em></td>
<td></td>
<td>Gavan Watson</td>
</tr>
<tr>
<td>Goals of Higher Education</td>
<td>January 14th</td>
<td>Nanda Dimitrov</td>
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<td></td>
<td></td>
<td>Gavan Watson</td>
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<tr>
<td>WEEK 2</td>
<td></td>
<td></td>
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<tr>
<td>Course Design</td>
<td>January 19th</td>
<td>Karyn Olsen</td>
</tr>
<tr>
<td>Learning Styles/Critical Reflection</td>
<td>January 21st</td>
<td>Gavan Watson</td>
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<tr>
<td>WEEK 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning and Motivation / <em>What is a Teaching Philosophy?</em></td>
<td>January 26th</td>
<td>Debra Dawson</td>
</tr>
<tr>
<td>Student Engagement</td>
<td>January 28th</td>
<td>Debra Dawson</td>
</tr>
<tr>
<td>WEEK 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Forms and Functions of Assessment I</td>
<td>February 2nd</td>
<td>Mike Atkinson</td>
</tr>
<tr>
<td>Forms and Functions of Assessment II</td>
<td>February 4th</td>
<td>Wendy Crocker</td>
</tr>
<tr>
<td><em>1st draft of Teaching Philosophy Due</em></td>
<td></td>
<td>February 6th</td>
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<tr>
<td>WEEK 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching as Facilitation: Lessons from Case Based Teaching?</td>
<td>February 9th</td>
<td>Deborah Compeau</td>
</tr>
<tr>
<td>Lecturing and Active Learning: What’s the Balance?</td>
<td>February 11th</td>
<td>Mike Atkinson</td>
</tr>
<tr>
<td><em>Feedback for peers on Teaching Philosophy due</em></td>
<td></td>
<td>February 13th</td>
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<tr>
<td><em>Final draft of Teaching Philosophy due</em></td>
<td></td>
<td>February 24th</td>
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</tbody>
</table>
WEEK 6

Measuring Teacher Effectiveness – CATs and Instructional Evaluations
February 23rd  
Karyn Olsen

Microteaching Session 1
*3 hour long session 12:30pm to 3:30pm
February 25th
Aisha Haque
Beth Hundey
Nanda Dimitrov
Gavan Watson
Ken Meadows
Karyn Olsen

WEEK 7

Microteaching Session 2
*3 hour long session 12:30pm to 3:30pm
March 2nd
Aisha Haque
Beth Hundey
Nanda Dimitrov
Gavan Watson
Ken Meadows
Karyn Olsen

Microteaching Session 3
*3 hour long session 12:30pm to 3:30pm
March 4th
Aisha Haque
Beth Hundey
Nanda Dimitrov
Gavan Watson
Ken Meadows
Karyn Olsen

WEEK 8

Teaching with Technology
March 9th  
Gavan Watson

Scholarship of Teaching and Learning
March 11th  
Ken Meadows

WEEK 9

Student Diversity
March 16th  
Aisha Haque

Globalization of Learning
March 18th  
Nanda Dimitrov

WEEK 10

Curriculum Theory
March 23rd  
Wendy Crocker
Ethics of Teaching

March 25th
Nanda Dimitrov
Gavan Watson

WEEK 11

Everything You Wanted To Know About Teaching, But Were Afraid To Ask
March 30th
Panel Discussion

End of class celebration and potluck lunch before class from 11:30 am - 12:30 pm in Teaching Support Centre

Course Design Assignment Due
April 8th
Additional References and Suggested Readings

Most of the following general references on university teaching are available for loan from the Teaching Support Centre, The D.B. Weldon Library and/or the Faculty of Education Library, Althouse College.


**Journals**

- International Journal for the Scholarship of Teaching and Learning
- Canadian Journal for the Scholarship of Teaching and Learning
- International Journal of Academic Development
- Studies in Graduate and Professional Student Development
- Journal of Higher Education
- Canadian Journal of Higher Education
- Research in Higher Education
- Chronicle of Higher Education
- Journal of Educational Psychology
- Higher Education
- College Teaching
- The Teaching Professor
- New Directions in Teaching and Learning
- Change
- Higher Education Research and Development
- Educause Review
- University Affairs
- To Improve the Academy
Web sites:

Teaching Support Centre:
http://www.uwo.ca/tsc

Society for Teaching and Learning in Higher Education (STLHE):
http://www.stlhe.ca/

Professional and Organizational Development Network in Higher Education (POD):
http://www.podnetwork.org/

Tomorrow’s Professor

Teaching, Learning and Technology Group:
http://www.tltgroup.org/

Teaching Philosophy Statement:
http://www.celt.iastate.edu/teaching/philosophy.html

Web site address for the course:
http://owl.uwo.ca/portal